

# **The Utah Science Core Curriculum Summary of Structure**

**Three Parts** - all parts of the Core Curriculum are EQUALLY important

## **General Introduction Information**

Science is a way of knowing, a process for gaining knowledge...

The Science Core Curriculum places emphasis on understanding and using skills.

It is not enough for students to read about science; they must do science.

Students, as scientists, should be active learners with opportunities to experience science.

The Core is purposefully crafted to create opportunities for students to experience the nature of science.

The Core is designed so that science ideas have a natural connection with each other within each grade level and also spiraled throughout the grade levels.

The intent of the Core is to; Encourage good teaching practices; Encourage good assessment practices; Provide a comprehensive background in science; Empower students, not intimidate them; Be feasible; Be Useful and Relevant.

The Most Important Goal of science education is to cultivate and build on students' curiosity and sense of wonder.

## **Intended Learning Outcomes (ILOs)**

ILOs describe the skills and attitudes students should learn as a result of science instruction

ILOs are an ESSENTIAL part of the Science Core Curriculum

The ILOs are structured in grade bands (k-2, 3-4, 5-6, 7-8, 9-12)

The main headings (the ILOs themselves) are nearly identical for all the grade bands

The age appropriate differentiation of the ILOs is described in the ILO indicators.

The Core Curriculum is structured such that the ILOs should be addressed throughout all content. For each standard in the content part of the curriculum, all the ILOs should be integrated into instruction.

## **Content**

- Benchmark – General statement that ties all standards under it together, as well as ties the curriculum to national standards
- Standard – Broad learning goal, that actually specifies what students should understand
- Objective – Specific learning goal, that specifies both what students should understand as well as be able to do
- Indicators
  - to provide guidance and help define the scope of the objective as written
  - acceptable evidence of student understanding of the objective
  - can serve as assessments for student understanding of the objective
  - are not all inclusive and are not all required of students
  - i.e. means “this and only this”
  - e.g. means “for example”
- Science Language Students Should Use
  - language specified for ILOs and Content
  - this is language students should be familiar with and are accountable for (not a vocabulary list)
  - this is language the writers of the Core felt was required of students to appropriately access the curriculum